

Surprise and rise of a union man who loves pottery

Sue Reid writes a pen portrait of Mr Stan Broadbridge, NATFHE general secretary designate

The National Association of Teachers in Further and Higher Education has been decidedly shy about revealing details of the voting figures which last November led to the selection of Mr Stan Broadbridge as general secretary designate of the 67,000 member union.

The facts are that Mr Broadbridge collected 54 votes from the association's National Council to win by a substantial and clear majority on the first ballot. His two contenders, Mr Bill Easton, principal of Southgate Technical College, and Mr Jack Mansell, a department head at



Paddington College, won 33 and 17 votes respectively. It was a decisive vote of confidence akin to the situation in 1969 when Mr Tom Driver, the present general secretary of NATFHE, was elected to the leadership of the Association of Teachers in Technical Institutions, later to merge with the Association of Teachers in Colleges and Departments of Education to become NATFHE. He won by a majority on the first ballot against Mr Laurie Supper, now general secretary of the Association of University Teachers and Mr Mansell.

Mr Broadbridge, who will succeed to the general secretaryship in September on the retirement of Mr Driver, is still prone to expressing surprise about his appointment. It was, he says, only in the few days before the final selection, when good wishes began to abound, that he realized his chances of securing the £11,000-a-year post were good.

Principal lecturer in economic and economic history at North Staffordshire Polytechnic, he was elected on to the ATTI executive in 1963 and became president in 1971. He has served on the NATFHE executive since its formation in 1976 after a lifetime of solid commitment to trade unionism. A Communist Party member, Mr Broadbridge joined the National Union of Teachers on becoming senior economics master at Botley Grammar School, Warrington in 1952. In 1957, on entering further education, he joined the ATTI and subsequently served as secretary of the union's Staffs/Staffordshire division and chairman of both the east Lancashire and West Midlands divisions. In more recent years has been a member of the NATFHE negotiation team with the Council of Local Education Authorities and chairman of the NATFHE annual conference steering committees.

Yet he maintains that he never cast an eye towards the general secretaryship until 1975 when Mr John Revan, a senior lecturer in physics radiology at South Bank Polytechnic, was appointed assistant education officer of the Times London Education Authority. Mr Revan, then president of the ATTI, was being widely tipped at the time to become Mr Driver's successor but his departure from the fray left the door open for other contenders.

It seems unlikely that the direction of the NATFHE will change radically under Mr Broadbridge's leadership. He is anxious to draw

the various teacher unions closer together, particularly the AUF and the NATFHE. He pointed out: "We have a salary scale that is exactly comparable with theirs, although they think ours is better, and we should be working more closely. At officer level there is liaison, and regular meetings take place between leading figures on their side and officers on ours."

"I had the idea after the Houghton settlement that there could be a unified salary structure in higher education. But there was a certain amount of opposition to this from the AUF members. I still hope that we can discuss this on reasonable terms. I am against the unions in higher education being forced to catch up with each other and trying to out-pace each other."

But Mr Broadbridge has been a firm critic of the Government pay policy while the NATFHE majority has supported it. "The more controversial the issue the less wary the general secretary has. I would rather the union did not support the policy but at conference delegates decided for it after a very good debate."

There should be better coordination between the Training Services Agency and the Department of Education and Science, Mr Broadbridge maintains. "Money is being made available on a massive scale but because it is coming from the TSA it does not always go to things that we regard as educational activities. There are still at the early stage and I have no doubt strength has not grown too much."

He sees the main problem in the on-going power battle between the TSA and the DES as lack of consultation at all levels. "The TSA should take a little longer to make money available locally so full discussions between all parties can take place. We are not sure that the TSA is moving things in areas that ought to have priority."

75,000 but with the last signed up members about 50,000. He says the potential members would be colleges 90 per cent of the staff are NATFHE members. There is no role for universities outside the sector and polytechnics providing something different. Broadbridge is convinced that between 16 and 18 years of education will be a move between traditional forms and further education tertiary colleges.

Sixth forms in schools are young people must be an informed choice. He thinks a lot of youngsters are sent to work when they have a cigarette licence but there are others who do differently. "I am particularly concerned youngsters who leave school at 16. They should be able to continue education part-time but in a form where they could follow-up studies if they are not proud of the role of education in providing a chance education."

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The Department of Education and Science claims that the NATFHE has a potential membership of

The troubled state of English teaching at Cambridge

Shakespeare may yet be the crown of the tripos but change and dissension are rife in what was the pinnacle of English teaching.

By Frances Gibb



Something is rotten in the state of Cambridge English. Once the pinnacle of English teaching in universities, the faculty now has one of the worst staffing ratios in the country, and lecturers claim to work 17 to 18 hours a week just teaching the "bread and butter" of the course.

First year examinations have been abandoned because there are not enough markers, and the final examinations themselves will be in danger if more staff are not found. There is also a lack of confidence in the content of the tripos itself, which many lecturers and students feel has lost its centre and cohesiveness, and become outdated.

The staffing shortage is partly an accident of history. Dr Michael Long, a faculty lecturer, said it arose in the early 1950s when, for reasons of convenience, the faculty failed to expand. "Cambridge, originally an English studies centre, and so it thought it was doing all right, and was slow to react to needs. But it can't claim any more that people will automatically flock to Cambridge to see what English studies look like, as they did 20 years ago."

Even in the 1950s, the staff/student ratio was bad—even slightly worse than it is now. Student numbers had been expanding rapidly, from about 400 undergraduates just after the war to between 550 and 600 by 1963. There are now about 700.

structure leads to enormous waste of resources. Lecturers are employed by the university (university officers); teaching, of whom there are 35 in the English faculty. While they also belong to a college, their main work is with the faculty, giving lectures and helping with examinations. Others are employed by the colleges (college lecturers), research fellows (of whom there are 20-25 in the English faculty whose main work is supervision, and also some 50 freelance lecturers, research graduates and others who do some teaching).

The faculty lecturers are all obliged to give 32-40 lectures a year, which means some 50 lectures a week are being provided, with perhaps each student going on average to three a week. Because of the workload the faculty has increasingly had to rely on college staff to help with its examining and marking. This has been a source of friction, because the college lecturers are often at much lower pay and poorer conditions of service than the university lecturers and feel exploited.

It came to a head earlier this year when 17 lecturers threatened to refuse to mark any more examination papers unless teaching conditions were improved. Some have already carried out their threat with regard to next year's preliminary examinations, and more are likely to follow.

"Given the enormous expansion of students and the growing difficulty of recruiting teachers, we asked first whether this was necessarily the best tripos we could have, and second, if it was, whether this was the best way of operating it."

The nine members, with a wide range of interests and views, had one unifying sentiment at their first meeting: "All saw good reason to explore the possibility that the tripos in its present form might not reflect the best possible way of teaching and examining the subject."

The group has met 18 times during the year and sifted through an enormous range of evidence (some 100 submissions) from staff and students, including proposals for change, questionnaires on the state of graduate and undergraduate work, examiners' reports, admissions figures, and research by the Nuffield Foundation on interdisciplinary work and "breadth and depth."

to maintain and raise importance to faculty teaching in small groups. This would occupy the middle ground between the college and the faculty. There would, however, be the problem of introducing small group teaching into a system where it hardly exists.

Hence the group has produced a scheme with a more structured part one, with a view to "shooting up" the collapsed structure. It would consist, as now, of seven papers, plus original composition. There would be a practical writing paper, a paper in foreign texts, two historical papers (with defined period of literature) and three papers, called "topic-papers", for which reading would be directed by a theme or title: "medical literature, the language of literature and literary theory and its practice. A major change would be the introduction of a core of set texts for some or all of these.

Part two would also contain practical criticism (Professor Kermode said there was no objection to abandoning "Cambridge English" as identified by the close analysis of texts) and the crown of the tripos would be a compulsory Shakespeare paper, the teaching of which was felt to have lacked vitality for some time. There would be a compulsory long essay, and students would choose two other papers.

Perhaps not surprisingly, since the majority of the faculty had originally been against a working party on the tripos, this scheme was rejected at the faculty meeting this week, both in itself and as the basis of discussion for reform.

Delicate problem of hiring academics for Rhodesia

Is Professor Robert Craig sanctions-busting on his recent visit to Britain? Sue Reid writes

The University of Rhodesia has long been isolated physically from the outside world, but now, because of the country's political stance, it is even more remote. Although Professor Robert Craig, its principal and vice-chancellor, argues that the university is a non-racial institution, an oasis in a country divided by racial tensions, criticism of its relations from overseas has not been stemmed.

Until recently more than half of the university's teachers were recruited from Britain through the Association of Commonwealth Universities in London. But last August the Foreign Office introduced tighter regulations covering the placing of advertisements by the university. Future advertisements had to contain a warning that the regime was illegal, that no consular protection was available and that residents were liable for military call up. The university immediately rejected this restriction.

Since then no advertisements for academic staff have been placed in Britain—a situation that has thrown the university's staff recruitment into chaos. There are, says Professor Craig, severe staff shortages in the faculty of medicine and the departments of modern languages and economics.

national reputation and provide ammunition for its critics."

The Smith Government has also interfered more directly with the university's affairs. Professor Craig told THE TIMES: "We have lost a number of valuable people who have not been allowed into the country or have been forced to leave." During the past five years several academics in the department of political science have been deported.

The number of black academics is increasing, he admits, at a depressing rate, but he claims: "Although there is political and 'moral' censorship in Rhodesia the university is interfered with very little. We are a great deal freer than the universities north and south of us."

Last year—and for the first time—black students outnumbered whites. This was mainly because of the military emergency in which European students were not allowed to defer their national service. Of 1,500 full-time students 666 were white, 727 African, and 113 of other races.

The selection of students is solely on academic grounds, claims Professor Craig. "The numbers we do not recruit, but it is a harsh fact of life that without the sponsorship of African students by the World University Service the European element would still be dominant."

This academic year WUS will sponsor 150 black students over and above the ODM allocation through funds from the Canadian, Swedish and Danish International Development agencies. The World Council of Churches will also help to swell the black student enrolment. In 1975, 101 students were sponsored this way.

lashed in 1955 it was hailed as a symbol of the integration of black Africans into a multi-racial society. Today Professor Craig says: "The university has had a modest success in doing that but it has not fulfilled the commission. The fact that Rhodesia still has only 12 sixth forms for blacks and a recently as 1972 was spending 45 per cent of the education budget on white school children—just 6.5 per cent of the population in that age group—drastically reduces the chances of the black student reaching university at all."

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Judith Judd reports on the Oxford educational research group's first project

Why radical Dr Judge may serve in heaven

"Nowadays it usually turns out to be the case that the problems of education are so much broader than the kind of things you find in an education faculty that you want to be able to turn to people in the university who work in different fields, to find means whereby a much broader community of scholars could put their minds to the dauntingly difficult problems which confront us in education."

Dr Harry Judge's radical scheme, based in this building in Norham Gardens, is supported by Professor Jerome Bruner, right.

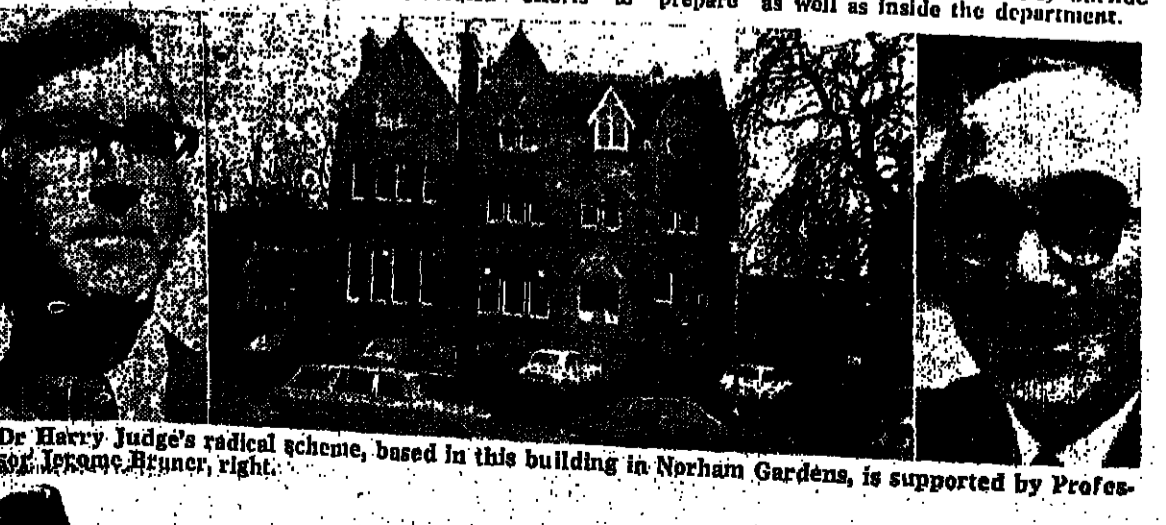
inviting some to accept the status of "associated school" or "descriptive tutors." These schools and teachers are now involved in the work of the department.

All this is part of an attempt to put the emphasis in the post-graduate certificate in education course firmly on professionalism. The department has also adopted a move away from the teaching of history, philosophy, psychology and sociology of education towards concentrated efforts to prepare

young teachers for their responsibilities in schools.

It is aimed at teachers in mid career, possibly heads of science departments and has two options, administration, and science education. Teaching will be provided by members of the university outside as well as inside the department.

What will the role of the experiment and its staff be in the venture? Dr Judge said that some of the opposition threatened by an experiment of this kind is the question of the big generalist university making over to psychologists, modern linguistics, and the rest already in the department.



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Poll shows grade inflation and more conservatism

Freshmen are entering American colleges with higher grades than ever before, indicating that grade inflation is continuing in the secondary schools, according to the 1976 survey of Entering Freshmen, conducted by the University of California at Los Angeles and the American Council on Education.

The 1976 survey was based on questionnaires completed by 328,318 new students at 1,000 colleges and universities. Of these, 215,890 questionnaires from 393 institutions were used to work out the national norms for America's total of about 2,750,000 freshmen last autumn.

Of these, 19.7 per cent earned an average "A" in high school, which is an increase of 1.4 per cent over 1975 and 6.2 per cent over 1969. The number of freshmen with "C" averages declined from 32.5 to only 19.5 per cent during the same period.

The survey found that whereas "C" students outnumbered "A" students by more than two to one in the late 1960s, the two groups are of equal size today.

When you consider these grade increases in the light of declining college admission test scores, it is hard to escape the conclusion that grading standards in the secondary schools have been declining steadily since the late 1960s, said Professor Alexander Astin, UCLA, director of the survey.

When asked about their chances of getting at least a "B" average in college, two students in five (40.6 per cent) in 1975 and 23.6 per cent in 1971 said their chances were "very good". Eleven per cent of the freshmen (compared to 10.3 per cent in 1975 and only 3.7 per cent in 1968) expected to graduate with honours.

Political self-identification by the

Congress told of importance of basic research

As the first round of Congressional hearings on the Budget proposed by former President Ford begins, the National Science Foundation, which was due to receive a substantial increase in funds, has emphasized the urgent need for more money for American science.

Basic research provided the information that preceded advances in many areas of national interest such as health, energy, productivity and agriculture, Dr Richard Atkinson, the Foundation's acting director, told Congress last week.

"We know from long experience that basic research is a well-spring of technology and leads to the establishment of new industries and improved services," he said, with clear appeal to the new administration's priorities.

The total proposed 1978 budget for the Foundation is \$885m. The decision to press for higher levels of basic research was based on several arguments, he said.

These included: a continuing rise in the cost of research at a time when the real dollar investment in basic research has declined; a growing number of major research opportunities, such as food production and chemical processing where scientific advances could have great economic benefits; and new advances in biology and earth sciences that were providing opportunities that could benefit society.

Dr Atkinson said the Foundation accounted for nearly 23 per cent of total federal support for basic

The tenure system is facing criticism in North America. In the first of three articles, our correspondent looks at the case against.

'Dying for want of fresh blood'

It has long been an axiom of university teachers' unions that the tenure system is the best guarantee of academic freedom. It is a system that is more or less universally accepted in American higher education, one that has a long history and one whose value has been reaffirmed at every major inquiry.

Although tenure remains the cornerstone of academic employment, it is coming under increasing attack—often from distinguished teachers who themselves enjoy tenure. Their main charge is that too many teachers have been granted tenure with the result that there are few openings left for younger teachers. Tenure, they say, has become a feathered which is suffocating youthful creativity.

There is no question that tenure was granted fairly easily in the boom years of the late 1960s. And there is no question that it is now granted very competitively. In some large state universities about 75 per cent of the teaching staff have tenure, many of them fairly young people. At a time when universities are not expanding much, if at all, there is little room for manoeuvre.

Certainly the American Association of University Professors has no intention of diluting its policy which has remained more or less the same since 1940. It has conceded that in cases of extreme financial exigency—such as the City University of New York—tenured teachers may be dismissed if no alternative jobs can be found for them. But it still exacts consideration of life tenure after a probationary period, and does not support a blanket prescription in tenure in any institution.

A recent article in the *Chronicle of Higher Education* argued, however, that without changes in tenure policy colleges would soon be unable to bring in new people.

It said: "That in turn can only accelerate the decline in graduate enrolment, thus creating greater pressures to cut both faculty size and faculty salaries. But at the same time, for 20 or more years ahead, college faculties will be ageing—and any group unable to renew itself becomes stagnant."

"The present tenure policy condemns higher education to becoming a 'dying industry' and eventually a 'dying industry'. Colleges are likely to become the railroads of the knowledge industry."

Opposition to tenure has also come from a number of higher edu-



Part of City University of New York: many tenured staff dismissed.

New women's studies lobby

A new association has been formed to press for more women's studies courses in colleges and universities and for the revision of traditional curricula to take account of the contribution of women.

Some 600 delegates from all over America met recently in San Francisco to form the National Women's Studies Association.

The association wants to see special courses on women in history, literature, sociology and so on. It would prefer to integrate such courses with main courses rather than include women's roles as a separate division of study. Women's disciplines, such as would be an interdisciplinary field.

Cornell appoints 'writing' teacher

Cornell University's College of Arts and Sciences has established a department to be concerned solely with the teaching and problems of student writing.

One course will be on "Writing from Experience". Another will be on "Writing a seminar on Science as

Danes are going to the polls next week. Mike Duckenfield, Scandinavia correspondent, reports from Copenhagen on the prospects for higher education.

Tighter purse-strings—whichever wins

Next Tuesday's general election is unlikely to herald any marked change in current higher education policy: whatever the result, the need for reform has already been widely recognized.

Although the government had a very close scrape in successfully defeating an opposition attempt to close the controversial Roskilde University Centre last year—it was saved by only two votes—most criticism of its higher education policy has been from academics and trade unions feeling the pinch of the economic recession and having to face increased demands for "better value for money".

Moves to bring higher education planning under more effective state control after the haphazard and massive expansion of the 1960s have been gathering strength over the past five years.

With a dozen parties fighting for places in the new Parliament, of which all but one or two will almost certainly gain representation, the elected Social Democrat government will continue to be dependent on alliances to govern. Which of the small parties gain most support may influence the government's ability to moderate further financial cuts, by proportion of tenure. It is more force at a time when more PhD graduates are on the academic market than are positions for them. The situation is particularly acute in Denmark.

The financial crisis in institutions has aggravated that has been no protection against devaluation of the teaching staff. The City University of New York where more than a 1,000 have been sacked. The gap last-in, first-out has meant a potentially more drastic cuts have been the result.

This has particularly hurt and minority teachers who have been hired in larger numbers recently. Retention in action has tended to negate that of "affirmative action" or minority employment.

The present AAUP guidelines financial exigency any institution must be done to find a teacher alternative employment must cases, however, that academics in underpaid institutions can be "retrained" in overpaid departments not been enthusiastically or not effectively enacted.

Despite all the criticisms, it is a sign that the tenure system is being scrapped. It is linked with the issue of academic freedom.

Italy

Communists stress need to 'integrate' universities

A new blueprint for university reform by the Italian Communist Party attempts to combine complete freedom of teaching and research with intense involvement of public authorities, trade unions and a lesser extent, employers in university government.

The minority Christian Democrat government is preparing its own Reform Bill, but in a Parliament which is no longer controlled by the government the Communist proposals and the not dissimilar ideas of the socialists could considerably affect the end result.

The Communists' draft Reform Bill sees the universities as collaborating in the economic, social and cultural development of the country in addition to promoting higher education and scientific research.

The importance attached to the former aspect is reflected in the proposals for the composition of the three main governing organs. These are the National University Council, which would decide overall policy and the distribution of research funds, regional university councils and the universities' own councils or governing bodies.

More than one third of the 97-man National University Council would be made up of non-university members, six would be representatives of the unions, three of employers' federations and another three appointed by the National Research Council. The rest would represent regional governments; 24 would represent students, assistants and non-teaching staff. The professors' representatives would therefore be a minority on the council.

The presence of the local authorities would be even stronger on the regional councils whose task would be to coordinate the teaching and scientific policies of the universities and the aims of social, cultural and educational reform of the region as laid down in regional planning.

John Horgan, Dublin correspondent, on the Irish Republic's long-awaited tertiary level legislation.

'Who governs' row may be last hurdle

The internal structure and government of the Republic's universities will be the main point of controversy in the new Higher Education Bill, which is at an advanced stage of preparation and which many academics hope will be finally introduced in the current session of Parliament after 10 years of discussion and consultation.

The bill, which passed, will bring to an end more than a decade of bitter argument which had their origins in the announcement by the government of its reorganization plans in December, 1974. The chief issue at that time were the degree of autonomy to be given to the various university institutions, the most appropriate relationship between the university sector and the technological sector and the institutionalization of higher education in the Dublin area.

One of the core debates was about the virtues of comprehensive versus binary reorganization, with adherents of the technological sector arguing strongly—but eventually in vain—that the latter should be given the opportunity for independent growth prior to the introduction of a comprehensive system in which it would be yoked together with the traditional universities.

The argument that it would be swamped academically by the universities in a rapid programme of comprehensivization was rejected, although the technological institutions have been given the distant hope of full independence if the new arrangements work conspicuously to their disadvantage.

The broad outlines of the reorganization of higher education, notably the absorption of the higher technological institutions and teacher education colleges to particular universities as "recognized colleges" have now either been agreed or imminent. The last issue of any consequence was resolved recently by the government's decision (TFES, August 13 1976) to abandon its original plan to retain a National University of Ireland as a federal structure incorporating two of the present three components: University College, Cork, and University College, Galway, will now both have fully independent status. It had earlier been decided that University College Dublin should become a university in its own right.

The new Bill, while giving statutory shape to an overall framework which is now functioning on an ad-

hoc basis, will also have to make provision for whatever degree of cooperation the government wishes to see taking place between the two Dublin universities. Here, although teachers in some faculties in each college will undoubtedly be disappointed by the extent of even lack of cooperation envisaged, some of the major problems have been cleared out of the way.

One of the purposes of these was the government's refusal to allow any further capital finance for the Trinity College, Dublin, school of engineering. It is now virtually certain, however, that the new Bill will finally allocate to the new Dublin National Institute for Higher Education—a creation embodying two existing colleges of technology—to TCD as a "recognized college". This will ensure that TCD retains a substantial engineering component.

The government's original proposals on the exact form of university government were sketchily in the extreme, suggesting only that university governing bodies should have 25 members each, and university "senates" 35 members. It did not distinguish between the duties and functions of each of these bodies—something which will have to be clarified by the Bill.

All that is certain at the moment is that the chief policy-making body of the new universities—which will probably be called a Council—will have 25 members in each case. The universities Act, which was framed by politicians and administrators all too conscious of the possibilities of sectarianism inherent in any Irish situation, the NUI colleges were forbidden to teach ideology or endow religion in any way.

This proviso has been denied in various ways over the past half-century, but it was not until 1967 that the then Minister for Education, Mr Donogh O'Malley, formally announced his intention of abrogating it completely.

The Catholic bishops, for their part, are particularly anxious that the theology teaching in Maynooth, which is also the national Catholic seminary, should be of the highest orthodoxy. To ensure this they are looking for a system similar to that which obtains in Louvain, in Belgium, where the theology professor appointed by the bishops to the seminary half of the Institution are automatically accredited to the university side.

Australia

Commissions likely to merge

The Canberra government is expected to approve a merger of the three post-secondary education commissions within the next six months.

The amalgamation was proposed as long ago as 1964 in the report of the Martin Committee. Now, 13 years later, it seems the Fraser Administration will accept a recommendation, from Senator John Carrick, Minister for Education, that the merger should go ahead.

His proposal is believed to envisage a single Post-Secondary Education Commission, combining the functions of the present commissions on universities, colleges of advanced education and technical and further education.

The Federal government's proposals, which are being examined and efficiency are believed to be behind the amalgamation proposals. The existence of three commissions in the area of tertiary education is seen as wasteful.

Before it last office in November 1975, the Whitlam government had plans to amalgamate the commissions for universities and colleges of advanced education.

France

Top R and D agency comes firmly under central control

Last July the long battle going on behind the scenes between the inspectorate and the Institut for control over the research finally ended in victory for the former. This meant a radical change both in the title and the structure of the Institut.

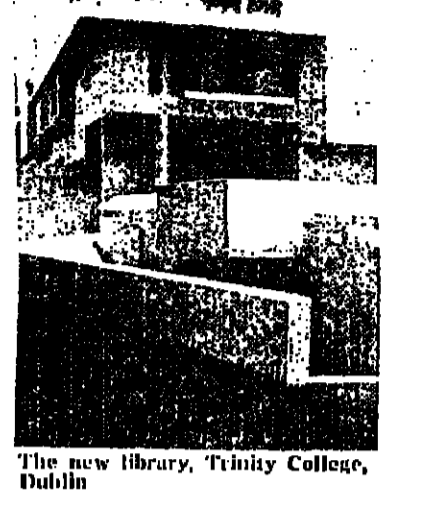
Its documentation services were removed and, from the restuffing of various other institutes, new departments of educational psychology and psychological research were added.

The arrival last September of Dr Pierre Magnin, dean of Besançon medical faculty, as director was greeted by considerable protest on the grounds that it was a political appointment. Dr Magnin has now resigned and his successor, M Raymond Jacquemond, an Inspector General—the equivalent of a Chief Inspector in Britain—brings the institute firmly back under the control of the Ministry of Education, though it remains, legally, an independent body.

Curriculum reform will now be in the ambit of the Ministry and the institute is to devote itself increasingly to the fields of programmed learning techniques and research into the effect of different lengths of school year upon student health and attainment.

New Zealand's UGC head

The new chairman of the New Zealand University Grants Commission, Dr John Johns, succeeds Sir Alan Danks.



The new library, Trinity College, Dublin

The Victorians at the polls

The Politics of Deference: A Study of the mid-nineteenth century Political System by D. C. Moore

The first thing to strike the reader about this enterprise is its pretentiousness. The dust-jacket assures us that it is a major work, that it is "nothing if not revisionist", and that its approach is "quasi-sociological".

Does the book measure up to this demanding standard? The opening sentence, which sets the theme for the whole work, advises us that previous historians have neglected the evidence provided by poll books.

No doubt somewhere in the world there exists a reader to whom this will come with the force of a revelation and who will regard £15.50 as money well spent for such insight.

With respect to Professor Moore, there has always been ample evidence, literary and political, to demonstrate the existence of deference in Victorian England.

Professor Moore also provides an explanation of the two Reform Acts of 1832 and 1867. Conveniently, it is the same—that the landed classes became so alarmed at the activities of "urban leaders" in the counties

that they resolved to redraw boundaries in such a way as to confine urban voters to their boroughs.

The evidence to support this contention is really rather slight. Professor Moore points to the election of John Marshall, a flax-spinner, for Yorkshire in 1826.

The overall structure of the book is not to be completely satisfactory either. In chapter seven, we spend some time on the politics of the 1870s before going back in chapter nine to discuss the 1867 Act.

The author's attitude to these urban leaders is curious. According to his own account, their activities triggered off reform and they were strong enough to render the control of the landowners precarious.

As for the 1867 Act, we are assured on the one hand (page 265) that it destroyed the power of the Leicestershire radicals and that this destruction was not unique, and on the other (page 402) that it merely accelerated the process it was designed to slow down.

It is clear that Professor Moore has exaggerated the value of poll books and his determination to make everything fit into that framework leads to some forced expositions.

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The organizational weakness is not redeemed by the quality of Professor Moore's comments. His overall thesis—that urban penetration of the counties was the dynamic of reform—clashes horribly with his evidence on the importance of deference as repeated words for the word (pp 241 and 344) and Gladstone's views (pp 379 and 395), while Russell's opinions on the 1832 Act, however revealing, hardly need to be quoted in full on three separate occasions.

to strengthen electorally, probably, it served to weaken the bourgeoisie's belief in the virtues of socially democratic education.

On Easter Day 1963 Harold Wilson jotted down "in less than an hour" his proposals for a University of the Air.

The fundamental weakness of Professor Moore's book is to be observed in his account of the blithering nonsense.

There are, of course, many excellent books about the university as an educational, cultural and social institution but they tend often to fall into one of two categories that render them opaque to the more general reader.

The OU programme

Open University: A Personal Account by the First Vice-Chancellor by Walter Perry

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Localised liberalism

The Splintered Party: National Liberalism in Hessen and the Reich 1867-1918 by Dan S. White

The National Liberal Party in the Second German Empire was notoriously prone to division, a process which, when it suited him, Bismarck as Chancellor did his best to promote.

In federalist and newly united Germany political parties, like individual states, retained a good deal of autonomy, and National Liberal policy at Reich level was largely determined by decisions taken in the regions.

A right-wing group broke away to join the Conservatives, a larger left-wing group seceded to join the Progressive Party.

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higher grain tariffs which were not traditionally liberal.

The consequence of this rightward swing by an important section of the National Liberals was a rapprochement between the party and Bismarck, who needed them to help to form a pro-government majority (the conservative-liberal cartel) in the Reichstag.

To expand a dissertation dealing with a limited area over a period of four years into a book seeking to integrate this analysis into a work covering a country as large as Imperial Germany over a period of fifty years is a formidable task, and the author has not wholly succeeded, despite his impressive scholarship.

From the 1880s the pressure on clerks increased. Many apprentices could not find a permanent position, and there were complete apprentices were used to our. After 1901 competition was rapidly increasing.

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In his counting house

Victorian Clerks by Gregory Anderson

Between 1881 and 1911 the number of commercial clerks in Britain more than doubled, but while the fortunes of various working-class groups have been carefully traced by historians, the Victorian clerk Bob Cratchit, featuring more in novels than history books.

Many clerks earned only as much as a skilled manual worker, but they hoped eventually to do better: those holding top positions in leading firms could earn more than £400 a year.

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Universities today

The University: The Anatomy of Academe by Murray G. Ross

There are not many good books about universities that are also accessible. The popular image of universities it seems must remain encrusted with venerable mystery which should only be probed with great care and diffidence.

There are, of course, many excellent books about the university as an educational, cultural and social institution but they tend often to fall into one of two categories that render them opaque to the more general reader.

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SOCIAL INVESTIGATION IN PHYSICAL EDUCATION AND SPORT by E. D. Saunders and G. B. White

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Medieval Heresy

Popular Movements from Bogomil to Hus by Malcolm Lambert

A major account of popular heretical movements in the Middle Ages, their origins, influence and extinction.

Medieval Settlement

Continuity and Change Edited by Peter Sawyer

The main purpose of this book is to improve communication between specialists working on different but closely related aspects of medieval settlement.

Human Geography

A Welfare Approach by David M. Smith

This book is fundamentally different from earlier works in that it considers the causal relationships between inequality, the spatial organization of society and social structure.

Population

Analysis and Models by Louis Henry

An introduction to demography for all students concerned with population analysis.

Spatial Population Analysis

F. H. Rees and A. G. Wilson

The authors develop techniques for the analysis of migration and social structure within regions of all sizes.

Computer Programming for Spatial Problems

E. Bruce MacDougall

A course for students of geography, planning and regional science who have little or no experience of computing.

Keynes lecture

Time and Choice by G. L. S. Shackle

Marie Stopes

Marie Stopes: a preliminary checklist of her writings together with some biographical notes



Edward Arnold 25 Hill Street, London W1X 8LL

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Polytechnics continued

Faculty of Human Sciences—Livingstone House
Head of Department Grade VI
Salary Scale: Head of Department, Grade VI: £8,037-£8,913

Colleges and Institutes of Technology

Paisley College Department of Chemistry
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Applications are invited for the post of STATISTICS OFFICER in the Statistics Department of the Research and Statistics Division at the Board's offices in Aldershot, Hampshire.

REMINDER
Copies for Classified Advertisements in this Supplement should arrive not later than 10.30 am Monday preceding the date of publication.

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Applications are invited for the unreserved posts. All candidates should have relevant industrial or commercial experience where appropriate.

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Western Education and Library Board
Londonderry College of Technology
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Colleges and Department of Art

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Further details from the Principal.

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Announcements

BOLTON
Antiquarian Auctioneer now 26 Mark Street, Bolton
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Two-year part-time MA degree in Politics & Government
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LONDON
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Courses

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Programme of advertising leading to a qualification in advertising. Part-time courses available.

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Atomic physicist recruited by CERN to participate in research on neutrino oscillation.

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Lecturer I \$A16,314 to \$A18,389 per annum

The lecturer will have responsibility for the continuing development and teaching of plant ecology in a broadly based Department concerned with environmental biology.

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a position of Senior Lecturer
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Some removal expenses are payable
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PROPOSED NOTICE OF VACANCY

Geography: Chairperson
The College Park Campus of the University of Maryland is seeking a distinguished scholar with outstanding administrative capacity to serve as Chairperson of the Department.

PROPOSED NOTICE OF VACANCY

Geography: Chairperson
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LECTURER IN ART EDUCATION
£8,490 to £11,352
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Lektor/Wissenschaftlicher Angestellter
The Englishes Seminar, Universität Tübingen, intends to appoint a Lektor with qualifications in the fields of English phonetics and phonology from 1st September, 1977.

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3. ARCHITECTURE
4. ARCHITECTURE
5. ARCHITECTURE

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On behalf of Ngee Ann Technical College Singapore
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DORSET
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Lektor/Wissenschaftlicher Angestellter
The Englishes Seminar, Universität Tübingen, intends to appoint a Lektor with qualifications in the fields of English phonetics and phonology from 1st September, 1977.

THE TIMES Higher Education SUPPLEMENT
Classified Advertisements
The Director, Prof. D. A. Reibel, Englishes Seminar, Wilhelmstrasse 50 D-7400 Tübingen 1 West Germany.

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Polytechnics continued

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